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ABSTRACT

This document includes 50 activities for reinforcement, practice, and maintenance of basic mathematics skills. Activities are designed for middle school students. Skills include addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals as well as graphing and measurement. Activities are based upon a daily newspaper and require students to use the display ads, home, movies and TV, sports, stock market, and weather sections. Each page lists a specific mathematics skill, an estimate of time needed for students to complete the activity, and an extension activity for able or interested students. Pages are reproducible. A reproducible activity record sheet is included. (DC)

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MATH SKILLS ACTIVITIES

FOR USE WITH NEWSPAPERS

by

BARBARA SADOWSKI

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Math Skills

Clayton Publishing Company
4384 Wheeler
Houston, Texas 77004

WHOLE NUMBERS

ordering

Big Business.....	3
It's Cool In.....	24
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adding

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Who's Winning?.....	49
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□Yard By Yard.....	50

subtracting

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Penalties and Turnovers.....	29
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What's The Range?.....	46
Yard By Yard.....	50
□Big Business.....	3
□Breaking Records.....	4

multiplying

Breaking Records.....	4
Doing Your Best.....	9

dividing

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dividing

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Purchase of this packet entitles one teacher to reproduce activities for use in one classroom.

● Newspaper Section

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● NEWSPAPER IN EDUCATION SERIES, CLAYTON PUBLISHING COMPANY

Newsbook of Reading Comprehension Activities by Zenobia Verner
Collections, A Newsbook of Vocabulary Activities by Zenobia Verner
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Newsbook of Social Studies Newspaper Activities: Shortages, Inflation, Currencies
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Identifying Sequence by Zenobia Verner
Understanding Word Meanings by Zenobia Verner
Elections: A Citizen's Guide by Zenobia Verner
Math Skills Activities by Barbara Sadowski

Teacher's Guide to MATH SKILLS

Activities are written so that each one provides practice on one skill in mathematics. This method enables you to choose those activities your students are able to do or those skills you wish them to practice.

A list of the 50 activities, along with the math skills necessary for each appears on the back of the packet. In addition, an example of the skill needed in each activity appears in the right margin so that you can decide whether or not it is appropriate for your students.

EXTENSION SKILLS

Activities or skills which have a small square preceding them are optional activities which may follow the activity on that page. These activities are suggested for one or more of the following: 1) extra credit, 2) students who finish early, 3) follow-up work for another day. The use of an optional activity permits you to adjust the time needed for each activity so that slower students can complete the activity while more able students have something worthwhile to continue working on.

TIME ESTIMATES

The time estimate is for the activity without the optional work.

LOCATING ACTIVITIES

An example of how you might locate an activity is as follows. Assume that you want your students to practice subtraction using whole numbers less than 9,999. From the contents page on the back cover, you see that there are 8 activities (3,4,6,29,34, 45,46,50) on subtraction of whole numbers. Quickly glance at the margin of these activities and you will find the following: 3--Big Business deals with subtracting very large whole numbers; 4--Breaking Records has subtraction as the optional activity; 6--By How Many Runs involves subtracting 1 and 2 digit numbers; and activities 29, 45, 46 and 50 involve subtraction of 2, 3, and 4

digit numbers. Therefore you can let students choose from among 6, 29, 45, 46, and 50 to practice subtraction of numbers less than 10,000.

PROBLEM SOLVING

Because the National Council of Teachers of Mathematics has made the teaching of problem solving one of the priorities for the 80's a few problem solving activities are included. These activities require students to integrate information from more than one place in the newspaper to solve a general problem. These activities develop what might be called consumer math skills which are usually taught as part of a basic mathematics course in secondary schools. Obviously, many other problem solving activities are possible using the newspaper as a resource, but problem solving is not the main focus of this publication.

CAUTION

Seasonal Material. Some activities can be done with numbers which appear daily in the newspaper, such as 46--What's the Range, or 45--What's the Best Buy since the weather pages and advertisements appear daily. However, information for 50--Yard by Yard and 29--Penalties and Turnovers appears only during football season. Several other activities are dependent on the season. You can check easily by reading the first step in the activity.

Sub-skills. Because newspapers are used as the source for the numbers in each activity, it is not possible to control for such sub-skills as subtraction with / without regrouping, with / without zeros, and division with/without remainders. Therefore the example given on each activity is the most difficult subskill level possible in that activity. For example, in 11--Field Goals or Touchdowns the whole number division can result in an answer with a remainder; thus 3)28 is used as an example.

Time, Measurement, Graphing. Please

note that there are activities using time and measurement as well as various types of graphing, both on a number line, as well as on a grid with horizontal and vertical axes. Although the teaching of the metric system has replaced the English system of feet, yards and inches in many mathematics textbooks, the newspapers still use feet, yards and inches. Thus, the measurement activities are based on the English equivalents for linear measurement. Similarly, the time activities are based on the ability to read a conventional circular clock with two hands rather than on a digital clock.

SUGGESTIONS FOR TEACHERS USING MATH SKILLS ACTIVITIES AND NEWSPAPERS

Do check with your local newspaper regarding special rates for multiple copies delivered to schools. Once the delivery date arrives, be sure to notify the department with which you placed your order of any problems such as no delivery, late delivery, or delivery to a place not previously agreed upon. They won't know about your problems until you tell them; they can help you solve them.

Do encourage students to add to previously worked sheets when they find something interesting to them and appropriate to their needs. This practice furnishes the reinforcement needed to insure maintenance of skills.

Do capitalize on interest created by the newspaper. Listen to what students are talking about among themselves so that you can build additional learning activities on those interests which will help them reach other educational objectives in mathematics or in another subject.

Do use the current newspaper. Students and other people simply are not so motivated to read old news as they are to read today's news.

Do scan the newspaper before making specific assignments that might require certain content to be sure that students can find the material they need. This is

particularly true of seasonal material.

Do prepare examples in advance for students who need them or for introduction of new skills so that you won't be tempted to use the best from the current newspaper as examples. Many activities furnish examples for you.

Do be sure that students know and can communicate that they are working toward legitimate educational goals. They tend to have so much fun that they and/or their parents may doubt that they are learning, particularly since your focus is on skills development, rather than content. A mathematics skill appears in the margin on each sheet. No doubt you can think of other classifications and other skills, for these activities are simply designed to supplement your usual mathematics program. It could be that students who complete a Math Skills activity focusing on a particular skill, and who are aware that they are working on that particular skill, will be ready to work on other classroom activities designed to increase the same skill.

Do design a management system for Math Skills newspaper activity sessions so that your students can leave the room as neat as they found it. You will need to organize for distribution, reassembly, and collection of newspapers, Math Skills sheets, paste or staplers, and scissors as well as for the pick up of scraps from the floor.

Do arrange for daily disposal of newspapers. You might have students take them home if they desire, or at least take them as far as the wastebasket. The art department may need them for crafts and for covering tables or floors. Your students or a student organization might arrange to take them to a recycling center; if so plan for handling, transportation, and budgeting of any money collected.

Do incorporate Math Skills Activities into your existing learning centers or design a Newscenter around the activities. Of course this suggestion is for those of you who regularly involve your students in learning center activities.

Do design newspaper activities of your own to meet the special math needs of your students. In fact, you may find that your students begin to design activities themselves. Many other math skills can be introduced and/or reinforced through the use of newspaper material.

Do arrange for students to maintain a "Mathematics in the Newspaper" bulletin board. They enjoy pointing out to others how they can demonstrate their math skills through application to daily real life situations.

Do use a standardized test if possible about every two or three months during your first year of math skills use to monitor student progress. Most teachers recognize quickly the motivation advantages, but you need data regarding gains in achievement to justify budgeting time and money. Gains on standardized achievement tests are impressive when you tell parents and administrators why you use newspapers. (Your students may become quite adept at "showing off" their math skills at home since family members are more likely to respond to real life math than to textbook math.)

Don't begin with Activity 1 and continue through Activity 50. Choose the skill you wish individuals or classes to focus on for each day's lesson, and of course choose an activity that is appropriate for today's newspaper.

Don't ask each student to complete each sheet. Some activities are very easy, and some are too difficult for some students to complete without your help. These activities have been tested in middle schools with regular students.

Don't worry about grades and grading. See the next section for the way teachers in one middle school treated grades and grading of newspaper activities. If you devise a somewhat different system, feel free to pass it along to the publishers so that they may share it with other teachers.

GRADES AND GRADING

One possible way to handle the problem of grading and grades when you may have different answers for each student is as follows.

When students complete an activity, they exchange with another student who has similar math ability. They check each other's work and resolve any differences. If they cannot agree on correct procedure or answers, they check with the teacher. If you prefer, they may check their computation with the calculator. Then they each sign the other's paper.

After the sharing session, students record the number and name of the activity and the date on the front of individual folders and place the activity inside. They can use regular lined paper stapled to the front of the folder, or you may to copy and use the one on the back of this sheet.

If you wish to prescribe activities for individual students, you can do so by writing the number of the activity on the folder, and the student fills in the name and date on completion.

The teacher reviews folders and randomly checks selected activities to identify students with problems or students who need to get someone else to check their work.

If you are using newspapers daily, take one grade per week for Math Skills newspaper activities. The following is suggested:

- Completion of 5 activities--A
- Completion of 4 activities--B
- Completion of 3 activities--C

If students don't finish the above number of activities in the allotted class time, consider letting them finish at home. The sharing session can take place at home or school.

(Name of Student)

9

Name _____

About How Much?

- ___ 1. You need a calculator to complete this activity.
- ___ 2. Find ads for at least four homes or townhomes which give total cost and number of square feet in the home. (usually in the weekend housing section)
- ___ 3. Clip the ad from the newspaper and staple or paste it on this page.
- ___ 4. Estimate how much one square foot of each home would cost. Write your estimate on the chart below.
- ___ 5. Use a calculator to find the actual cost per square foot.

Estimates

* Square Feet in Home	Cost of Home	Your Estimate per sq.ft.	Actual Cost per sq.ft.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

☐ Do this if you have time.

- ___ 1. Write the total cost of the homes in order from least expensive to most expensive.

- ___ 2. Write the total price of each home in words.

Name _____

Adding It Up. . .

- ___ 1. In your newspaper find a floor plan showing room sizes in feet and inches. (usually in weekend housing section)
- ___ 2. Clip and staple or paste the floor plan on this sheet.
- ___ 3. Using these dimensions and the formula $P = l + l + w + w$, find the perimeter of each room.
- ___ 4. Now see if you can find the perimeter of the entire house.
- ___ 5. If you believe there is not enough information to find the perimeter of the house, how could you make an estimate?

Room	Length	Width	Perimeter

Perimeter of the house: (circle one) actual estimated

- ☐ Do this activity if you have time, or complete it another day.

Change inches to a fractional part of a foot in each room size given in feet and inches on the table above.

Here's how:

Write the number of inches over 12.

Reduce to lowest terms.

Example: $14'6'' = 14 \frac{6}{12}' = 14 \frac{1}{2}'$

2 adding denominate numbers...example: $14'6'' + 12'' = 26'6''$
☐ converting feet and inches to feet...example $14'6'' - 14 \frac{6}{12}' = 14 \frac{1}{2}'$

(15-20 minutes)

3 comparing large numbers (>10,000)...example: Which is larger? 3,900,000 or 29,080,000 (15-30 minutes)
☐ subtracting whole numbers greater than 1 million

- ___ 1. Find the stock market figures in the newspaper. (usually in the business section Monday through Friday)
- ___ 2. Clip and staple or paste on this page the Sales part of the market report.
- ___ 3. Use it to find answers to these questions:

two years ago?

5. yesterday?

Name _____

Breaking Records

4 multiplying whole numbers...example: $6 \times 85 =$
☐ subtracting whole numbers

- ___ 1. In the sports section, find 2 or three articles about football.
- ___ 2. Clip the articles from the newspaper and staple or paste them on the back of this sheet.
- ___ 3. Read the articles to find which two players on each team rushed for the most yards.
- ___ 4. Multiply their yards in this game by the number of games in the season.
- ___ 5. Compare their possible yards to the record of 2,000 yards for one season. Which players could break the record if they rushed for the same number of yards each game during the season?

Name of Player/Team	Yards This Game	Number of Games in Season	Total Yards Possible
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

☐ Do this activity if you have time.

- ___ 1. How many players in the chart, if they continue at their present rate, will break the 2,000 yard record?
- ___ 2. How many more yards per game will each player have to rush in order to achieve the 2,000 yard record?

Name _____

Buy More Than One

1. Find a newspaper advertisement with prices in dollars and cents.
2. Clip it from the newspaper and staple or paste it on this sheet.
3. Write the name of 5 items and their unit prices in the table below.
Note: Unit price is the price for one item.
4. Find the cost of one of the following and fill in the appropriate column in the table: 2 items, 3 items, 4 items, or 5 items.
Example: You might choose to find the cost of 3 of each of the items on your list.
5. Check your answers with a calculator if your teacher tells you to.

Name of Item	Unit Price (one item)	Cost For More Than One Item			
		2 items	3 items	4 items	5 items
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

- ☐ Do this activity if you have time, or complete it another day.

1. You have \$10. Estimate which items in your chart you can buy:

2 of _____

3 of _____

4 of _____

5 of _____

2. You have \$20. Estimate which items you can buy:

2 of _____

3 of _____

4 of _____

5 of _____

3. Check your answers with a calculator if your teacher tells you to.

5 multiplying decimals by 2,3,4,5...example $2 \times \$3.49 =$
☐ estimating answers to whole numbers by decimal multiplication

(15-30 minutes)

Name _____

By How Many Runs?

- ___ 1. In the sports section, find the table showing the team scores for all college or pro baseball games.
- ___ 2. Clip the table from the newspaper and staple or paste it on this sheet.
- ___ 3. For each game, find how many more runs the winning team scored than the losing team.

☐ Complete this activity if you have time.

- ___ 1. Look at the scores to see how many hits each team had. Find the total number of hits in each game.
- ___ 2. Find the total number of errors in each game.

Name _____

By The Ounce. . .

- ___ 1. Find a newspaper advertisement for things which come in bottles or cans where the number of ounces is shown.
Example: 4 oz., 12 oz.
- ___ 2. Clip the ad from the newspaper and staple or paste it to this sheet. You will need at least five items.
- ___ 3. Find the cost per ounce for each of the items. Write your answers in the table below.

Name of Item	Price	Total Ounces	Price per Ounce
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- ☐ Do this activity if you have time, or complete it another day.

- ___ 1. Which item is the least expensive per ounce? _____
- ___ 2. What item is the least expensive by total cost? _____
- ___ 3. What is a better to comparison shop? By total cost or by cost per ounce? _____
Why? _____

Name _____

Checking Commodities

- ___ 1. Find the Chicago Board of Trade quotes for wheat, corn, oats, etc.
- ___ 2. Clip and staple or paste it to this sheet.
- ___ 3. Write each commodity in the table. Also write the minimum purchase such as 5,000 bushels.
- ___ 4. Find the cost of the minimum purchase at the high and low price for the month you select.

Month	Commodity	Minimum Purchase	Cost at High	Cost at Low
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

☐ Do this activity if you have time, or complete it another day.

Which commodity is increasing in price from month to month? _____

Which commodity is decreasing in price from month to month? _____

What is the least expensive commodity if you make a minimum purchase? _____

Name _____

Doing Your Best

- ___ 1. In the newspaper, find the scores for a golf tournament.
- ___ 2. Write the daily scores for the top 10 golfers in the table below.
- ___ 3. For each golfer, find the lowest score over the four rounds of the tournament.
- ___ 4. If each golfer scored that low every day of the tournament, what would be the total score for each golfer?

Name of Golfer	Score Round 1	Score Round 2	Score Round 3	Score Round 4	Total Score	Lowest Round	Lowest Score Total (4 above)
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

☐ Do this activity if you have time.

___ Who would have won the tournament if all golfers did their best every round?

_____ Who would have come in second? _____

Who would have been third? _____ Tenth? _____

___ Are the results the same? _____

Name _____

Earned Run Averages

- ___ 1. In the sports section, find an article about a baseball game that gives the earned run average (ERA) for each pitcher.
- ___ 2. Clip the article from the newspaper and staple or paste it on this sheet.
- ___ 3. Read the article to find how many games each pitcher has pitched to date this season. You might have to add their wins and losses to find this number.
- ___ 4. Multiply the ERA for each pitcher by the total games to find the number of runs given up by each pitcher.

☐ Do this activity if you have time.

Repeat steps 1,2,3,4 for another baseball game.

10 multiplying a whole number by a two-place decimal...example $6 \times 2.34 =$

(15-20 minutes)

Name _____

Field Goals or Touchdowns?

- ___ 1. Find three or four stories about football games. Be sure the stories show the final score for each team.
- ___ 2. Clip the stories from the newspaper and staple or paste them on the back of this sheet.
- ___ 3. Write the name of each team and its total score on the chart below. Divide the total score by 3 to see if that score is possible if only 3 point field goals were scored.

Divide the total score by 7 to see if that score is possible if only 7 point touchdowns were scored.

Divide the total score by 6 to see if that score is possible if only 6 point touchdowns were scored.

An example is done for you.

Name of Team	Points	Only 3 point Field Goals	Only 7 point Touchdowns	Only 6 Point Touchdowns
Blues	18	yes (6)	no (2 $\frac{4}{7}$)	yes (3)

☐ Do this activity if you have time.

Read the story to find how the teams actually scored that many points. Check to see that the story is correct. (See your figures above)

11 dividing by 3, 6, and 7...example: $3 \overline{)28}$

(20-30 minutes)

Name _____

Following Sports

- ___ 1. Find a report of the conference standings for basketball (spring) or baseball (fall) teams.
- ___ 2. Clip and staple or paste it on this sheet.
- ___ 3. Find the total number of games each team has played so far this season.
- ___ 4. Write the team names and games played on the table.

Teams	Games Played
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- ☐ Do this activity if you have time, or complete it another day.
- ___ Have all teams played the same number of games? (circle one) yes no
- ___ Which team has played the most? _____
- ___ Which team has played the fewest? _____

12 adding two-digit whole numbers...example $58 + 17 =$
☐ comparing whole numbers

(15-20 minutes)

Name _____

For A Rainy Day

- ___ 1. Find the river forecast on the weather page of your newspaper.
(If your newspaper does not report this information, do another activity.)
- ___ 2. Clip the forecast from the newspaper and staple or paste it on this sheet.
- ___ 3. Read carefully to learn what is reported in each column.
- ___ 4. Use information from the report to complete the following chart.

How Far From Flood Stage Is Each City?

River	City	Flood Stage of River (feet)	Reported Stage of River (feet)	How Far From Flood Stage (feet)

- ☐ Answer these questions if you have time, or complete them another day.

- ___ 1. Which city is closest to flood stage? _____
- ___ 2. Which city is farthest from flood stage? _____
- ___ 3. Which city had the greatest change in the past 24 hours? _____
- ___ 4. Which city had the smallest change in the past 24 hours? _____

Name _____

Half A Penny More

- ___ 1. Find a newspaper advertisement that offers more than one item for one price.

Example: Candy Bars 6 for \$1.00 or 6/\$1.00

- ___ 2. Clip the ad and staple or paste it on this sheet.

- ___ 3. Find the cost of one of each item.

- ___ 4. Complete the chart below:

Name of Item	Cost of Multiple Items	Cost of One Item
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- ☐ If you have time, answer this question.

What would be the total cost if you bought one of each item? _____

Name _____

Highs And Lows. . .

- ___ 1. Find the Dow Jones Stock Averages in the newspaper.
- ___ 2. Clip them from the newspaper and staple or paste them on this sheet.
- ___ 3. What is the difference between the high and low for each set of stocks?
- ___ 4. Use the information from the paper and your computations to complete the following chart.

Sets of Stocks	High	Low	Difference
30 Industrials	_____	_____	_____
20 Transportation	_____	_____	_____
15 Utilities	_____	_____	_____
65 Stocks	_____	_____	_____

☐ Complete this chart if you have time.

Compare the difference you found between the high and low to the net change. Which is greater?

Stocks	Difference	Net Change	Greater
30 Industrials	_____	_____	_____
20 Transportation	_____	_____	_____
15 Utilities	_____	_____	_____
65 Stocks	_____	_____	_____

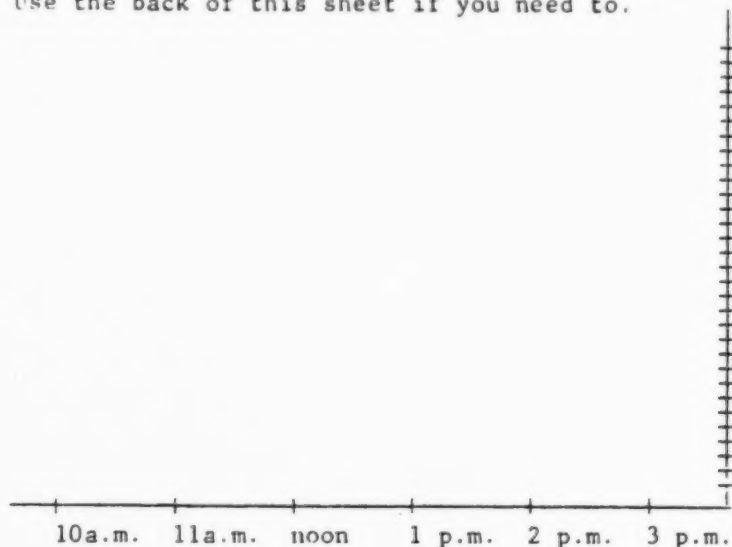
15 subtracting decimals...example: 767.41 - 729.95 =
☐ comparing decimals

(15-20 minutes)

Name _____

Hour By Hour . . .

- ___ 1. Find the Dow Jones Stock Averages showing highs and lows and hourly changes. (usually any weekday in newspaper's financial section)
- ___ 2. Clip it from the newspaper and staple or paste it on this sheet.
- ___ 3. Locate the numbers showing the hourly values of the 30 Industrials.
- ___ 4. Label the line graph on the right so that you can plot each hourly value from opening to 3 p.m.
- ___ 5. Locate and mark the point for each hourly value. Connect your points with straight lines.
- ___ 6. Give your graph a title.
- ___ 7. Choose one other set of stocks, such as Transportation, and draw a second line graph showing the hourly changes.
- ___ 8. Make a third line graph for one other set of stocks. Use the back of this sheet if you need to.



☐ Answer these questions if you have time.

From the three graphs above,

- ___ 1. Which set of stocks showed the greatest number of changes (ups & downs) over the day? _____
- ___ 2. Which set of stocks (if any) seemed to have a general decline over the day? _____
- ___ 3. Which set of stocks (if any) seemed to increase generally during the day? _____

16 making a line graph with time (hourly) changes as one dimension and plotting points on the graph
☐ interpreting line graphs

Name _____

How Far Around?

- ___ 1. In your newspaper find a floor plan for a house or apartment showing room dimensions. (usually in weekend housing section)
- ___ 2. Clip and staple or paste the floor plan on this page.
- ___ 3. For each room where the length and width are given, convert the inches to feet.
Example: $10'4" \doteq 10 \frac{4}{12}' \doteq 10 \frac{1}{3}'$
- ___ 4. Use the formula $P = 2l + 2w$ to find the perimeter (distance around) each room, assuming the room is a rectangle.
(Disregard closets, doorways, etc.)
- ___ 5. Put all the information in the table below.

Room	Length	Width	Perimeter
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- ☐ Do this activity if you have time, or do it on another day.

- ___ 1. Round off each length and width to the nearer foot and find the perimeter.

Example: $15'10" = 16'$ and
 $11 \frac{1}{3}" = 11"$ so
 $P = 2(16) + 2(11)$

- ___ 2. How do these answers for the perimeters compare to the answers in the table?

Name _____

How Far Behind?

- ___ 1. In the newspaper find league or conference standings showing games behind (GB).
- ___ 2. Clip and staple or paste it on this sheet.
- ___ 3. Find how many games behind the last place team is when compared to the second place team, the third place team, etc.
- ___ 4. Now do the same (Step 3) for the next-to-the-last place team.

18 subtracting mixed numbers and whole numbers (only using $1/2$)...example: $22 - 13\frac{1}{2}$
☐ subtracting decimals

(20-30 minutes)

- ☐ Do this activity if you have time, or complete it another day.

Find the number of percentage points the last place team is behind each of the other teams.

Do this for the next-to-the-last place team also.

Name _____

How Fast And How Far?

- ___ 1. Find an article in the newspaper about stock car racing which gives the lap times for several drivers.
- ___ 2. Clip and staple or paste the article on this sheet.
- ___ 3. Underline all the numbers with digits to the right of the decimal point.
- ___ 4. Write each of these numbers as you would read it.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

☐ Do this activity if you have time, or complete it on another day:

Write each of the numbers you underlined as a fraction.
Reduce each to lowest terms where possible.

Underlined Numbers	Fractions	Lowest Possible Terms
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

19 reading decimal numbers...example: 2.02 is read as two and two hundredths
☐ writing decimals as fractions...example: 2.02 = $2 \frac{2}{100}$ or $2 \frac{1}{50}$

(15-30 minutes)

Name _____

How Fast Is Fast?

- ___ 1. Find a newspaper article on stock car racing showing the speeds of several drivers.
- ___ 2. Clip the article and staple or paste it on this sheet.
- ___ 3. In the chart below, list each driver and his speed.
- ___ 4. Find the difference between the speed of each pair of drivers. Write it in the chart.

Driver	Speed	Difference
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

☐ Do this activity if you have time, or complete it on another day.

- ___ 1. Which driver had the fastest speed? _____
- ___ 2. Which driver had the slowest speed? _____
- ___ 3. Which two drivers had the greatest difference in their speeds? _____

20 subtracting decimal numbers...example: 93.598
☐ comparing decimal numbers -92.255

(15-30 minutes)

Name _____

How Much Is One?

- ___ 1. Find an advertisement showing the cost of a pair of items, such as a pair of stereo speakers, pillow cases, lamps or a "2 for ___" sale ad.
- ___ 2. Clip the ad and staple or paste it on this sheet.
- ___ 3. Find the cost of one of these items.
- ___ 4. Repeat until you have the cost of one of five different items.
- ___ 5. Write your items, 2 for ___ prices, and prices for one item on the table below.

Name of Item	Price for 2	Price for 1
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

☐ Do this activity if you have time, or complete it another day.

Do you think you could buy one of the items if you went to the store?

Why? _____

Name _____

How Much Room?

- ___ 1. Find in your newspaper a floor plan for a house or apartment that shows room dimensions in feet.
- ___ 2. For each room where the length and width are given, convert to feet.
Example: 12⁶ means 12 feet 6 inches = $12 \frac{6}{12}' = 12 \frac{1}{2}'$
- ___ 3. Use the formula $A = l \times w$ to find the area of each room.
- ___ 4. Write all information in the table.

Room	Length	Width	Area

- ___ 5. What label should you put on the area if you multiplied feet by feet to find it? _____

☐ Do this activity if you have time, or do it on another day.

- ___ 1. Round off each length and width to the nearer foot and find the area of each room.
- ___ 2. How does this compare to the actual area for each room?

Name _____

How Much Sun?

1. Find the chart on the newspaper weather page which shows the time of sunrise and sunset.
2. Clip the chart and staple or paste it on this sheet.
3. Find the number of hours and minutes from sunrise until noon. _____ hours _____ minutes
4. Find the number of hours and minutes from noon until sunset. _____ hours _____ minutes
5. Using your answers from 3 and 4, find the number of hours and minutes from sunrise to sunset. _____ hours _____ minutes
6. Repeat steps 3-5 using moonrise and moonset and working up to midnight and after midnight.

☐ Do this activity if you have time, or complete it another day.

- 1. Look again at the chart.
Are there any times during the day yes no
when both the sun and moon are in the sky? (circle one)
- 2. If your answer is yes,
describe what you are doing at those times: _____

- 3. If your answer is yes,
how long can you see both the moon and sun in the sky?

Name _____

It's Cool In . . .

- ___ 1. Find the world station temperature chart in your newspaper.
- ___ 2. Clip the chart and staple or paste it on this page.
- ___ 3. Find the city (or cities with the lowest temperature.
Note: If your newspaper has a column for high temperatures and a column for low temperatures, use only one column. Circle the one you use.
- ___ 4. List the city and its temperature on your table.
- ___ 5. Cross out the city on the chart from your newspaper.
- ___ 6. Find the city among those not marked out with the lowest temperature.
- ___ 7. List the city and its temperature on your table, and cross out the city on the chart from your newspaper.
- ___ 8. Continue until you have all cities and their temperatures listed on your table.
- ___ 9. Ask another student or your teacher to check your work.

Table: Lowest Temperatures In Order

City	Temperature
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- ☐ Do this activity if you have time, or complete it another day.
- ___ 1. Prepare the number line below to include lowest and highest temperatures from the newspaper chart. Use the same column you used above.
 - ___ 2. Find the number for the lowest temperature.
 - ___ 3. Mark the place for the temperature on the number line, and label it with the name of the city.
 - ___ 4. Continue until you have located and marked the temperature for each city on the chart.
 - ___ 5. Show your work to another student or the teacher.
What do the two of you notice regarding the order of cities on your table and the order of the cities on your number line?



Name _____

League Standings

- ___ 1. In your newspaper find the conference or league standings for baseball, football or basketball.
- ___ 2. Clip and staple or paste the standings on this sheet.
- ___ 3. Find the number of games played by each team in the league by using this formula:

$$\frac{\text{Games Won}}{\text{Games Played}} = \text{Percent}$$

$$\frac{58}{x} = .773$$

- ___ 4. Write the team names and games played in the table.

Teams	Games Played
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Do this activity if you have time, or complete it another day.

___ Check your work by adding the games won and games lost.

___ Do these answers agree with what you found above? (circle one) yes no

Name _____

Most Valuable Player

- ___ 1. Find a newspaper article about a football game.
- ___ 2. Clip the article from the newspaper and staple or paste it on this page.
- ___ 3. Read to find which two players had the most yards rushing and/or passing for each team.
- ___ 4. Complete the chart below.

Example: $\frac{100}{475} = 4\%$

Name of Player	Yards Rushing/Passing	% of Team Yards Rushing/Passing	% of Total Yards Gained

☐ Do this activity if you have time.

Repeat this activity for another football story. Which player contributed the most (by %) to each game? _____

Was this player the most valuable player for the game? _____

Name _____

Need One New Tire?

- ___ 1. Find an advertisement that gives a price for 4 tires.
Example: 4 tires for \$77
- ___ 2. Clip the ad and staple or paste it on this sheet.
- ___ 3. Find the cost of one tire of each size in the ad (before taxes).
- ___ 4. Complete the first three columns in the chart below.

Cost of One Tire of Each Size

Tire Size	Cost of 4 Tires	Cost of 1 Tire	Fed.Ex.Tax	Total Cost
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

___ Do this activity if you have time, or complete it another day.

- ___ 1. Find the total cost of one tire of each size by adding the F.E.T. (Federal Excise Tax).
- ___ 2. Use your answers to complete the last two columns of the chart above.

28 division computation...example: 4) \$24.00
☐ adding decimals

(20-30 minutes)

Name _____

Penalties & Turnovers

- ___ 1. In the sports section, find three or four articles about football games.
- ___ 2. Clip the articles from the newspaper and staple or paste them on the back of this sheet.
- ___ 3. Fill in the chart below.

Name of Team	Total Yards	Total Yards Penalized	Net Yards Gained
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

☐ Do this activity if you have time.

- ___ 1. How many turnovers and/or intercepted passes did each team have?

- ___ 2. Read the article to see if the other team scored as a result of these mistakes.
- ___ 3. Did the team with the most yards penalized and/or turnovers win or lose the game?

29 subtracting whole numbers...example: $480 - 75 =$
☐ reading

(15-20 minutes)

Name _____

Rain And Rivers...

- ___ 1. During the rainy season find the river report on the weather page showing the current river stage and the change over the past 24 hours.
- ___ 2. Clip it from the newspaper and staple or paste it on this sheet.
- ___ 3. Choose a city where the river went up or down in the past 24 hours.
- ___ 4. Write the name of the city, the current river stage, and the change in the chart below. Do the same for at least 4 other cities.
- ___ 5. Write a fraction with the river's change over the current river stage. Change it to a percent of increase or decrease.
- ___ 6. Be sure to use a + or - to label the change as an increase or decrease.

City	Current Stage	Change	%
San Antonio	3.6	.4	+11%
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Example:

$$\frac{.4}{3.6} = \frac{4}{36} = 11\% \text{ increase}$$

☐ Do this activity if you have time.

- ___ 1. Which city had the greatest actual increase? _____
Which city had the greatest actual decrease? _____
- ___ 2. Which city had the greatest percent of increase? _____
Which city had the greatest percent of decrease? _____
- ___ 3. Are the cities in #1 the same as those in #2? (circle one) yes no
Why or why not? _____

Name _____

River Changes?

- ___ 1. In the newspaper find the river report showing changes in river stage.
- ___ 2. Clip and staple or paste the report on this sheet.
- ___ 3. Label the number line below so that you can locate the largest increase and decrease in river stage.
- ___ 4. Locate each number representing a river's change and label it with the name of the city.

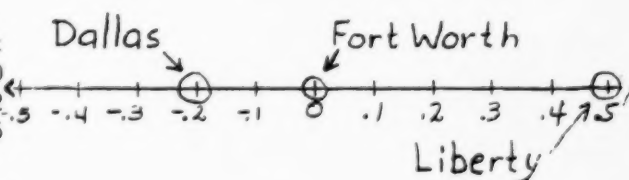
Example:

River Report

	1	2	3
TRINITY RIVER	Feet	Feet	Feet
Fort Worth.....	8	0.3	0.0
Dallas.....	30	12.2	-0.2
Liberty.....	24	8.4	+0.5

....(more)....

1. Flood stage.
2. River stage.
3. 24-hour change

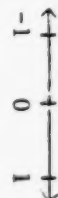


☐ Do this activity if you have time, or complete it on another day.

- ___ 1. Which cities had almost no change in river stage? (less than .2)

- ___ 2. Which cities had the greatest change in river stage?

31 locating positive and negative numbers on a number line...example:
☐ comparing signed numbers



(15-20 minutes)

Name _____

Rug Costs

- ___ 1. Find a newspaper ad for Oriental rugs which shows the size and price of each rug.
- ___ 2. Clip the ad and staple or paste it on this sheet.
- ___ 3. Choose 5 different rugs with length and width given in feet only.
Example: Choose 9' x 12'
Do not choose 8' 10" x 11' 3"
- ___ 4. First find the area in square feet for each rug. ($A = l \times w$)
- ___ 5. Next divide the cost by the area to find the cost per square foot.
- ___ 6. Do steps 4 and 5 for each of the 5 rugs you chose.

☐ Do this activity if you have time, or complete it another day.

Find the cost per square yard of each of the 5 rugs.
(9 square feet = 1 square yard)

32 finding the cost per square foot...example: 108)345.00
☐ finding cost per square yard...example: 9 x \$2.85

(30-40 minutes)

Name _____

Rugs. . .

- ___ 1. Find a newspaper advertisement for a house or apartment which shows room sizes.
- ___ 2. Find a newspaper advertisement for room size rugs. (You can usually find ads for Oriental rugs.)
- ___ 3. Clip the ads from the newspaper and staple or paste them on this sheet.
- ___ 4. Decide which rugs will best fit in each room in the house or apartment.
- ___ 5. Complete the chart below.

Room	Rug Size	About how much is left uncovered?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

☐ Do this activity if you have time, or complete it another day.

Choose one rug for each room and find the total cost of putting a rug in each room.

Name _____

Sale!

- ___ 1. In today's newspaper find an advertisement for cars or boats that shows both the sale price and the regular price.
- ___ 2. Choose one car or boat. Find the difference between the two prices. Write the difference in the table below.
- ___ 3. Find what percent of the regular price this difference is. Write it in the table.
- ___ 4. Repeat steps 1-3 for at least 9 more items.

Car or Boat	Regular Price	Sale Price	Difference	%
Ford	\$6,995	\$5,250	\$1,745	25%

☐ Do this activity if you have time, or do it another day.

Compare the actual difference for the different cars or boats.

Which one saves you the most? _____

Compare the % of decrease for the cars or boats. Which one has the largest % decrease? _____ Is this the same car or

boat that you save the most money on? _____

Which is the better buy? _____

Why? _____

Name _____

Saving Money. . .

- ___ 1. Find a newspaper advertisement with both sale prices and regular prices.

Example: Drug store ad

- ___ 2. Clip items you use (with their prices) and staple or paste them on this sheet.

- ___ 3. Find how much you would save by buying each item on sale.

☐ Do this activity if you have time, or complete it another day.

- ___ 1. Which item saves you the most money? _____

Is this item the most expensive item on sale? _____

- ___ 2. Which item saves you the least amount of money? _____

Is this item the least expensive item on sale? _____

- ___ 3. What do you think is the best buy for this sale? _____

Why? _____

Name _____

Setting It Up

- ___ 1. Find a newspaper ad showing the total cost for a set of china or silverware or glasses for 4, 6, 8, or 12 place settings.

Note: A place setting is enough to set a place for one person at the table, such as a knife, dinner fork, teaspoon, salad fork, and soup spoon.

- ___ 2. Clip the ad and staple or paste it on this sheet.
- ___ 3. Divide to find the cost of one place setting of china, silverware or glasses.

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☐ Do this activity if you have time, or complete it another day.

Find an ad or ads for china, silver and glasses.

Find the cost of one complete place setting including china, silver, and glasses.

36 dividing by 4, 6, 8, 12...example: 4)\$68.50
☐ adding decimals

(15-20 minutes)

Name _____

Shopping List

- ___ 1. Find a newspaper advertisement showing several items.
- ___ 2. Clip the ad from the newspaper and staple or paste it on this sheet.
- ___ 3. Choose 3 or 4 items you would like to buy, and find their total cost. Do not include the sales tax.
- ___ 4. Repeat Step 3 at least four times using different items.
- ___ 5. Check your work with a calculator if your teacher tells you to.

☐ Do this activity if you have time, or complete it another day.

- ___ 1. Without adding, select three items you could purchase if you had \$10. Allow some for tax.
- ___ 2. Choose four items you could purchase for \$20. Allow for sales tax.
- ___ 3. Add up the items you chose in #1 and see if you are right.
- ___ 4. Check with another student to see who had the smallest amount of change. Repeat for #2.

37 adding decimals...example: 2.99 + 3.49
☐ estimating addition answers

(15-30 minutes)

Name _____

6 For \$1.00

- ___ 1. Find a newspaper advertisement that offers more than one item for one price.

Example: Candy Bars 6 for \$1.00

- ___ 2. Clip the ad from the newspaper and staple or paste it on this sheet.
___ 3. Find the cost of each item.
___ 4. Complete the chart below.

Item	Advertised Price	Cost of One Item
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

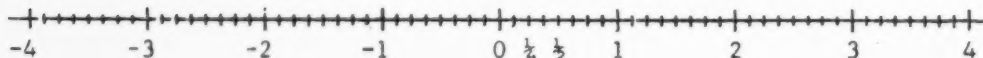
- ☐ If you have time, answer this question:

What would be the total cost if you bought one of each item? _____

Name _____

Stock Changes . . .

- ___ 1. Find the Group Averages in the Stock Market Reports section of the newspaper.
- ___ 2. Clip and staple or paste it to this sheet.
- ___ 3. On the number line below, locate the change for ten stocks with different net changes.
- ___ 4. Label each point with the name of the stock.



☐ Do this activity if you have time, or complete it another day.

- ___ 1. Which stock, if any, had the greatest positive change? _____
- ___ 2. Which stock had the greatest loss? _____
- ___ 3. Which stock/s had the smallest net change? _____

Name _____

Stock Differences

- ___ 1. Find the stock market quotations in the newspaper.
- ___ 2. Clip about 4 inches of one column from the newspaper and staple or paste it on this sheet.
- ___ 3. Find the difference between the high and the low for the day for each stock.
- ___ 4. Find the difference in the close and the high for each stock.
- ___ 5. Find the difference in the close and the low for each stock.
- ___ 6. Find the stock that had the greatest gain and the greatest loss. Circle it.

	High	Low	Difference
Example for #3:	38 1/8	- 29 1/2	= 8 5/8

☐ Do this activity if you have time, or complete it another day.

Example:

Write each of the differences you found as a decimal. $1 \frac{5}{8} = 1.625$

	difference	as	difference
		fraction	decimal

Name _____

Tennis Totals

- ___ 1. Find the newspaper report of scores in a tennis tournament.
- ___ 2. Clip and staple or paste the report on this sheet.
- ___ 3. Choose one match between 2 tennis players.
- ___ 4. Find the total number of games each tennis player won.
- ___ 5. Write your results in the table.

Example: Scores 6-4, 6-7, 6-4

Jones (winner) = $6 + 6 + 6 =$

Smith (loser) = $4 + 7 + 4 =$

- ___ 6. Repeat for four other tennis matches.

☐ Do this activity if you have time, or complete it another day.

Who won each set in the tennis matches? _____

Who won the most games? _____

Who won the least games? _____

41 adding digits...example: $6 + 4 + 3 =$
☐ comparing digits

(15-20 minutes)

Name _____

TV Time

1. Find the television schedule in your newspaper.
2. Choose one of your favorite shows.
3. Mark the clock hands to show when this show begins.
4. Repeat for nine other shows.



show _____



show _____



show _____



show _____



show _____



show _____



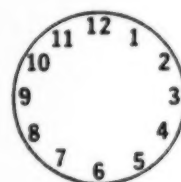
show _____



show _____



show _____



show _____

☐ Do this activity if you have time.

Decide which shows you can watch in one evening from 7 p.m. to 10 p.m.
 Be sure to tell the day you plan to watch.

Day I plan to watch: _____

Shows I can see from 7 p.m to 10 p.m.:

(10-15 minutes)

Name _____

Ups & Downs

- ___ 1. In the business section of your newspaper, find the Dow Jones Stock Averages showing net change.
- ___ 2. Clip them from the newspaper and staple or paste them on this sheet.
- ___ 3. Write your interpretation of net change for the following sets of stocks:

Example: Industrials -2.4 means the loss of 2.4 points

Industrials: _____

Transportation: _____

Utilities: _____

Selected Stocks: _____

- ___ 4. Read your interpretations to another student.

Do the two of you agree on your interpretation? _____

If you can't resolve your differences, check with the teacher.

☐ Answer these questions if you have time.

- ___ 1. Which set of stocks, if any, had the greatest loss? _____
- ___ 2. Which set of stocks, if any, had the greatest gain? _____
- ___ 3. Which set of stocks had the least amount of change? _____
- ___ 4. What is the difference between the set of stocks that changed the most and the set of stocks that changed the least? _____

Name _____

Wall-To-Wall. . .

- ___ 1. Find an ad for carpeting by the square yard.
- ___ 2. Find an ad showing the floor plan of a house or apartment.
- ___ 3. Clip both ads and staple or paste them on this sheet.
- ___ 4. Choose one type of carpeting and find the cost of installing it wall-to-wall in all rooms where you would like it.
Be sure to first find the area of the house in square yards.
(9 square feet = 1 square yard)

Name _____

What's the Best Buy?

- ___ 1. In your newspaper, find an advertisement for cars or boats with sale prices and regular prices.
Choose numbers like \$4,595.
Do not choose numbers like \$4995.95.
- ___ 2. Clip the ad and staple or paste it on this sheet.
- ___ 3. Find the difference between the sale price and the regular price for each car or boat.

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☐ Do this activity if you have time, or complete it on another day.

- ___ 1. Which boat or car was reduced the most? _____
- ___ 2. Which boat or car was reduced the least? _____
- ___ 3. Which was the most expensive before the sale? _____
- ___ 4. Which was the least expensive before the sale? _____
- ___ 5. Which was the least expensive after the sale? _____

45 subtraction of whole numbers greater than 1,000
☐ comparing numbers greater than 1,000

example: $7352 - 4595 =$

(30-40 minutes)

Name _____

What's The Range?

- ___ 1. Find the temperature chart in the weather section of the newspaper.
- ___ 2. Clip and staple or paste it on this sheet.
- ___ 3. For each city in the chart, find the difference between the maximum and minimum temperatures.

☐ Do this activity if you have time, or complete it on another day.

1. Which city had the highest temperature? _____
2. Which city had the lowest temperature? _____

Based on the maximum temperatures,
list the cities in order from
warmest to coldest.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Based on the minimum temperatures,
list the cities in order from
coldest to warmest.

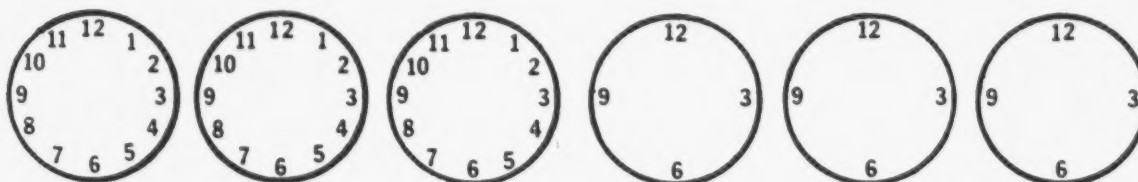
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

46 subtraction of whole numbers less than 100...example: 61 - 34 =
☐ ordering and comparing numbers less than 100

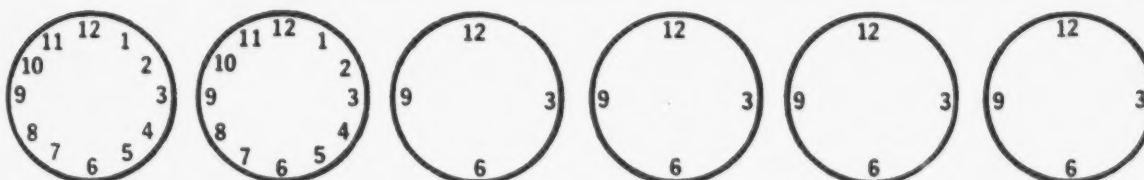
Name _____

When Do Movies Begin?

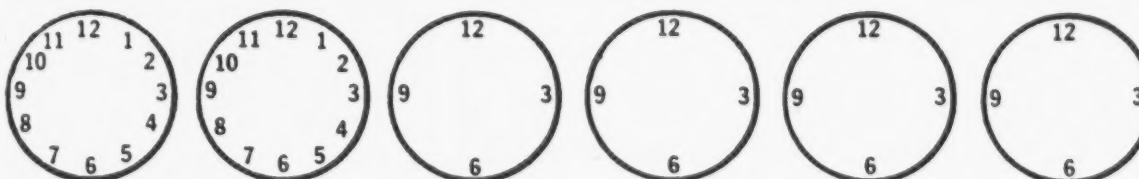
- ___ 1. Find the newspaper movie directory showing starting times for movies.
- ___ 2. Clip the directory and use it to complete this activity.
 When you finish, staple or paste it to the back of this sheet.
- ___ 3. Choose a movie. Draw hands on the clock faces to show when it begins.
- ___ 4. Repeat Step 3 for another movie. Use the clock faces labelled 4.
- ___ 5. Repeat Step 3 for a third movie. Use the clock faces labelled 5.



(3) Name of movie: _____



(4) Name of movie: _____



(5) Name of movie: _____

☐ Answer these questions if you have time.

- ___ 1. How long is it between the starting times for the first movie? (#3 above) _____
- ___ 2. How long is it between the starting times for the second movie? (#4 above) _____
- ___ 3. How long is it between the starting times for the third movie? (#5 above) _____
- ___ 4. What is the average time for a movie, based on your answers to 1, 2, and 3? _____

(15-20 minutes)

Name _____

Who's At Bat?

- ___ 1. In the newspaper find the box scores for your favorite baseball team.
- ___ 2. Complete the chart below to show total At Bats, total Runs, and total Hits. Get the information from your newspaper. Clip and paste the newspaper item on this sheet.
- ___ 3. Find the percent of runs for total number of At Bats. Write on chart.

Example:

Astros			Minnesota		
At Bat	R	H	At Bat	R	H
32	2	6	31	5	6

The number of runs is what percent of At Bats?

$$\text{Astros} = 2/32 = 6 \frac{1}{4}\%$$

- ___ 4. Find the percent of hits for total number of At Bats. Write on chart. See example above, but use Hits instead of Runs.
- Names of Teams:

At Bat	Runs	%	Hits	%	At Bat	Runs	%	Hits	%
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Do this activity if you have time, or complete it another day.

What is the difference in the percentages of the two teams? _____

☐ Adding Percents: Examples on Percent Accuracy
☐ Subtracting Decimals

Name _____

Who's Winning?

- ___ 1. In the newspaper find the scores for a golf tournament.
- ___ 2. Write the daily scores for the top 10 golfers in the table below.
- ___ 3. For each golfer find the total score at the end of the first, second, and third days.

Name of Golfer	Daily Scores			Total Scores		
	First Day	Second Day	Third Day	First Day	Second Day	Third Day
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

☐ Do this activity if you have time, or complete it another day.

Find the golfer who was leading (lowest score) at the end of each day. To do this, compare the total scores at the end of each day. The golfer with the lowest score is leading.

Name of leading golfer at end of first day _____

Name of leading golfer at end of second day _____

Name of leading golfer at end of third day _____

Name _____

Yard By Yard

- ___ 1. In the sports section, find 3 or 4 stories about football games.
- ___ 2. Clip the articles from the newspaper and staple or paste them on the back of this sheet. (If necessary, staple or paste only the top edge of each article, each on top of the others. Then you will have them in the form of a tablet, and can lift the top ones to read the ones underneath.)
- ___ 3. Find the total number of yards each team gained rushing and passing.
- ___ 4. Subtract to find how many more yards were gained by one method than the other for each team. Be sure to set the problem up correctly for each team.

Example: 489 yards rushing
 -126 yards passing

☐ Do this activity if you have time.

- ___ 1. Of the games that you selected, did any team have fewer than zero yards rushing? _____ How do you think this might happen?

___ 2. What were the total yards rushing for each game? _____

___ 3. What were the total yards passing for each game? _____

**MATH SKILLS ACTIVITIES
FOR USE WITH NEWSPAPERS**

C O N T E N T S

M A T H E M A T I C S S K I L L S

	Whole Numbers	Fractions	Decimals	Graphs	Time and Measurement		Problem Solving
	+ - x +	+ - x +	+ - x +		T	M	
1. About How Much	+						
2. Adding It Up						m	
3. Big Business	-						
4. Breaking Records	- x						
5. Buy More Than One			x				
6. By How Many Runs	+ -						
7. By The Ounce			+				
8. Checking Commodities			x				
9. Doing Your Best	x						
10. Earned Run Averages			x				
11. Field Goals or Touchdowns	+						
12. Following Sports	+						
13. For A Rainy Day			-				
14. Half A Penny More			+ +				
15. Highs And Lows			-				
16. Hour By Hour				g			
17. How Far Around?						m	
18. How Far Behind?		-	-				
19. How Fast and How Far?							
20. How Fast Is Fast?			-				
21. How Much Is One	+	-	+				
22. How Much Room?		x				m	
23. How Much Sun?					t		
24. It's Cool In...				g			
25. League Standings	+		+				
26. Market Changes							
27. Most Valuable Player			+				
28. Need One New Tire?	+		+				
29. Penalties And Turnovers	-						
30. Rain And Rivers			+				
31. River Changes				g			
32. Rug Costs			x				
33. Rugs			+			m	p
34. Sale!	- +						
35. Saving Money			-				
36. Setting It Up			+ x				
37. Shopping List			+				
38. 6 For \$1.00			+				
39. Stock Changes				g			
40. Stock Differences		-					
41. Tennis Totals	+						
42. TV Time					t		
43. Ups And Downs							
44. Wall-To-Wall							p
45. What's The Best Buy?	-						
46. What's The Range?	-						
47. When Do Movies Begin?					t		
48. Who's At Bat?			-				
49. Who's Winning?	+						
50. Yard By Yard	+ -						

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